



North Vista Elementary

1100 North Irby Street
Florence, SC 29501

Grades	PK-6 Elementary School	
Enrollment	616 Students	
Principal	Sharon R. Dixon	843-664-8159
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

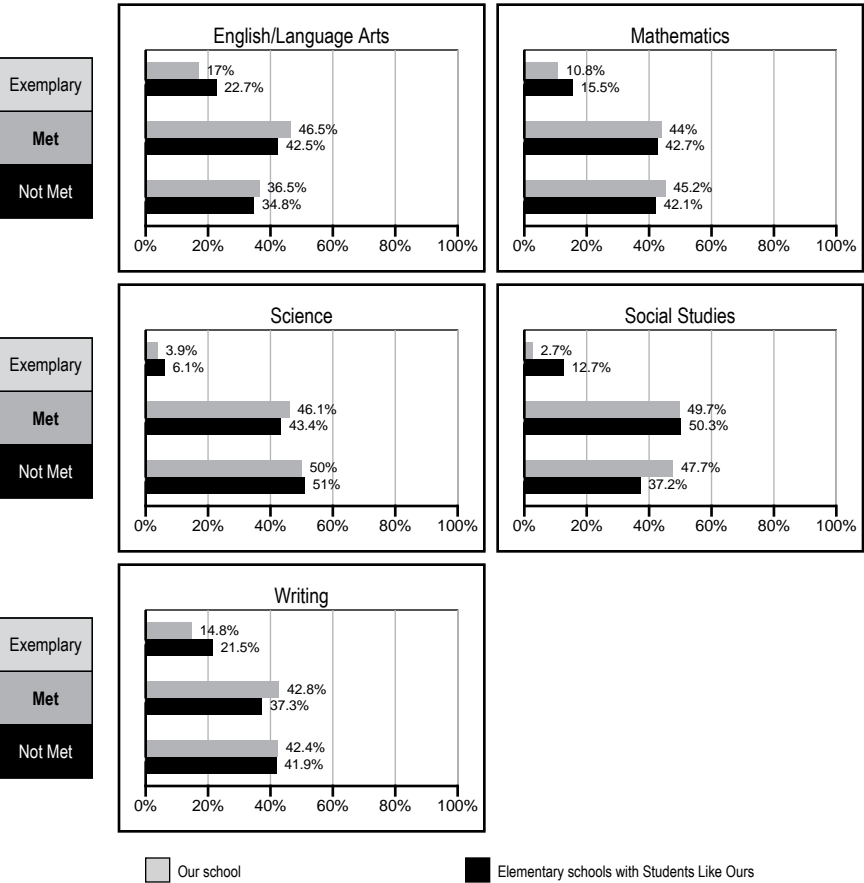
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	83	65	30

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=616)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 3.0%	2.5%	1.9%
Attendance rate	94.9%	Down from 95.2%	96.0%	96.3%
Eligible for gifted and talented	3.3%	Down from 3.9%	3.7%	10.0%
With disabilities other than speech	10.4%	Up from 8.6%	7.8%	7.7%
Older than usual for grade	2.9%	Up from 2.6%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	61.4%	Up from 55.2%	57.1%	59.4%
Continuing contract teachers	68.4%	Down from 74.1%	72.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.9%	Up from 82.8%	82.3%	85.9%
Teacher attendance rate	97.4%	Up from 95.9%	95.2%	95.1%
Average teacher salary*	\$46,270	Up 3.6%	\$45,658	\$47,149
Professional development days/teacher	25.7 days	Up from 19.3 days	11.0 days	11.1 days
School				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio in core subjects	12.9 to 1	Up from 11.9 to 1	16.7 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 86.4%	90.1%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,442	Up 17.4%	\$8,556	\$7,458
Percent of expenditures for instruction**	68.5%	Up from 68.1%	68.2%	68.8%
Percent of expenditures for teacher salaries**	61.3%	Down from 61.4%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Hard work, and a desire to improve the delivery of instruction and increase learning for all students is the passion at North Vista Elementary School.

All academic programs at North Vista are student-centered and research-based to ensure a quality education. We continue to rely on data for enhancing student achievement. As a result, the following innovative programs are being used to meet the needs of our students:

South Carolina Reading First School
 Literacy, Math, and Science Coaches
 "Arts are Basic at North Vista," South Carolina Arts Commission and State Department Grants
 Montessori Children's House
 Small Schools Concept
 Looping
 Mentoring
 Intervention Groups
 Professional Study Groups
 MAPS (Measures of Academic Progress)

Through various accomplishments, it is evident that improvement is being made and performance goals are being addressed. Our percent of highly qualified teachers has improved over the last two years, increasing as high as ninety-six percent.

Shirlee Padgett was selected as our Teacher of the Year. She represents all of our teachers who are well trained and skillfully teach South Carolina State standards. They share a great deal of knowledge that is imparted across grades Pre K- 6.

Students are offered a variety of opportunities in which to participate, such as clubs and after school activities. Those include: Extended Day Classes, 21st Century Program, Science and Beta Clubs, Art, Chorus, Drum Line, Drama, Ballet, Step Team, Movement Team, Track, and Basketball.

The success of our school can be attributed to the support of our many stakeholders. Stakeholders in our school community, including the School Improvement Council, School Leadership team, PTA, and High Performance Partners, supported goals for our learning community during the 2008-09 school year.

Sharon R. Dixon, Principal
 Stephanie Johnson, PTA President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	47	14
Percent satisfied with learning environment	92.1%	89.4%	100.0%
Percent satisfied with social and physical environment	92.1%	91.5%	100.0%
Percent satisfied with school-home relations	67.6%	89.4%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

RP

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.0%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	266	99.6	36.5	46.5	17	78.8	85	82.8	Yes	Yes
Gender										
Male	121	100	43.5	42.6	13.9	73.1	82.3	79.3	N/A	N/A
Female	145	99.3	30.8	49.6	19.5	83.5	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	91.7	89.5	I/S	I/S
African American	257	99.6	36.3	47.4	16.2	79.1	78.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	53	100	65.3	26.5	8.2	59.2	58.8	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	236	99.6	38.3	44.9	16.8	78	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	266	99.6	45.2	44	10.8	66.4	79	78.9	Yes	Yes
Gender										
Male	121	100	46.3	43.5	10.2	61.1	77	77	N/A	N/A
Female	145	99.3	44.4	44.4	11.3	70.7	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	88.6	87.2	I/S	I/S
African American	257	99.6	45.3	44.4	10.3	66.7	69.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	53	100	73.5	24.5	2	32.7	47.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	236	99.6	45.8	43.9	10.3	65.4	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	167	99.4	50	46.1	3.9	50	67.8	67.5
Gender								
Male	79	100	56.3	40.8	2.8	43.7	68.2	67
Female	88	98.9	44.6	50.6	4.8	55.4	67.3	68
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	81.5	79.5
African American	161	99.4	50.3	47	2.7	49.7	54.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	36	100	72.7	24.2	3	27.3	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.4	59.6
Socio-Economic Status								
Subsided meals	149	99.3	54	43.1	2.9	46	55.3	55.1

Social Studies								
All Students	166	99.4	47.7	49.7	2.7	52.3	72.3	72.3
Gender								
Male	69	100	49.2	49.2	1.6	50.8	71.7	71.5
Female	97	99	46.6	50	3.4	53.4	73	73.2
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	81.7	80.7
African American	159	99.4	47.6	51	1.4	52.4	62.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	25	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.7	67.9
Socio-Economic Status								
Subsided meals	146	99.3	49.6	48.9	1.5	50.4	61.8	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	265	99.6	42.4	42.8	14.8	57.6	72.6	70.2	94.9	95.6
Gender										
Male	123	100	51.8	40.9	7.3	48.2	66	63.2	94.3	95.4
Female	142	99.3	34.6	44.4	21.1	65.4	79.3	77.5	95.3	95.8
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	80.9	79.1	92.7	95.5
African American	257	99.6	42.4	43.6	14	57.6	64.1	57.6	94.9	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	86.2	N/A	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	62.6	N/A	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	N/A	95.9
Disability Status										
Disabled	50	100	83	14.9	2.1	17	30.9	26.1	93.3	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.3	61.2	N/A	96.1
Socio-Economic Status										
Subsidized meals	236	99.6	45.4	41.2	13.4	54.6	62.9	58.9	94.6	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	81	100	32.4	43.7	23.9	67.6
	4	66	100	32.8	52.5	14.8	67.2
	5	68	98.5	46.8	41.9	11.3	53.2
	6	51	100	34	48.9	17	66
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	81	100	63.4	26.8	9.9	36.6
	4	66	100	39.3	52.5	8.2	60.7
	5	68	98.5	43.5	51.6	4.8	56.5
	6	51	100	27.7	48.9	23.4	72.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	40	100	63.9	30.6	5.6	36.1
	4	66	100	42.6	52.5	4.9	57.4
	5	36	97.2	N/AV	N/AV	N/AV	51.5
	6	25	100	50	45.8	4.2	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	41	100	42.9	51.4	5.7	57.1
	4	66	100	44.3	52.5	3.3	55.7
	5	33	97	N/AV	N/AV	N/AV	36.7
	6	26	100	N/AV	N/AV	N/AV	56.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	78	100	50.7	39.4	9.9	49.3
	4	69	100	42.9	41.3	15.9	57.1
	5	66	98.5	35.5	46.8	17.7	64.5
	6	52	100	38.3	44.7	17	61.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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